Methods of Teaching Speaking in Foreign Language Lessons

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Abstract: This article contains interesting information about teaching to speak a foreign language using dialogues and monologues and other interesting exercises. The opinions of famous pedagogues on this topic are also mentioned.

Keywords: verbal or non-verbal action, Dialogic form, Monologic form, approach, description, pre-text, post-text.

Introduction. When the process of learning a foreign language takes place at the initial level, students already then want to learn how to conduct a full-fledged conversation, describe something or even tell (for example, a monologue) what he saw in the picture / video / in life. That is, children have a need to express their thoughts using the means of the language being studied. However, such a set of skills does not immediately appear even in the native language, and even more so it cannot arise when learning a foreign language, in particular, at the initial stage of education. Even the minimum vocabulary that elementary school students learn at first, already allows them to feel that communication is taking place, which positively affects the student's motivation, which has a positive effect on the process of mastering a foreign language. [1]

Any verbal or non-verbal action is prompted by a motive or motives: to tell something, ask a question or answer it, give a notebook, close a window, wet a rag, etc. Experts insist that students speak in communicative situations only in a foreign language. Therefore, it is important to artificially place students in such stimulating situations. Of course, when a teacher's content base is being developed, it comes to the need for interesting and informative material that will influence students in such a way as to teach them to speak a foreign language, and this is one of the main tasks of teaching a foreign language, a valuable practical skill. [2]

Literature review. The purpose of teaching speaking in an English lesson is the formation of such speech skills that would allow students to use them at the level of generally accepted everyday communication. It is necessary to begin to form the following communication skills in schoolchildren in order to achieve the goal:

1. Dialogic form.

➢ be able to conduct etiquette dialogues in typical situations of everyday and intercultural communication;

➢ be able to conduct a dialogue-questioning (request information and respond to it);

➢ be able to conduct a dialogue-incitement to action.

2. Monologic form.

✓ "possession of the main communicative types of speech:

1) description

2) story

3) characteristics (characters) " [3]

Speaking is one of the options for expressing thoughts by various means of language, i.e. the process of transforming thought into expression. The formulation of statements goes through four basic stages:

➢ words are selected first;

➢ further, the utterance model is overgrown with keywords;

➢ then the message is formed in accordance with the norms and grammatical rules of the language;

➢ at the end the statement is realized. [4]

Teaching speaking involves the development of students' skills in both dialogic and monologic forms of speech. There are many differences between dialogue and monologue, but both forms of speech are important for students to master, because they are related but not interchangeable. Let's learn the main distinguishing characteristics of these two forms of verbal communication. Distinctive characteristics of Dialogue and Monologue:

Dialogue:

✓ replicas;

✓ question-answer form;

✓ two or more participants;

✓ the idea of the process is always clear and does not need to be expanded;

✓ the speech is incomplete, expressed by phraseological units and colloquial vocabulary, the use of patterns, a brief reflection on the subsequent remark;

Monologue:

✓ statement;

✓ continuous utterance;

✓ one narrator;

✓ the thought of one person, often unknown to the rest;

✓ literary vocabulary, logical completeness, lengthy preparation for utterance;

In the modern domestic methodology of teaching English, E. N. Solovova identifies two ways of developing skills in both dialogic and monologic forms of speech:

✓ top down;

✓ down up;

The first way is based on reading the text and further work on it. The text in this case is a visual support, facilitating the teacher's task. In the second way, there is no reliance on the text, the necessary skills are developed, and starting from the problem and the topic of the issues brought up for discussion, already familiar vocabulary, grammar and speech structures. Based on the first path, 3 stages of the formation of speaking skills can be distinguished:

➢ pre-text, where students compose mini-monologues, commenting, for example, on headlines or getting to know new words, work out in chorus the speech cues of a typical dialogue;

➢ text stage, i.e. direct work with the text or playing educational dialogues, drawing up dialogues according to the model;

➢ post-text, where the installation of logical and semantic connections of speech takes place, the analysis of the means of expression used, speech techniques, methods of argumentation.

Discussion and result. The first way of developing speaking skills has many advantages. The text itself fully reflects the speech situation; the teacher can only modify the speech statements of students generated on the basis of the text. Moreover, correctly selected texts have a high degree of information content, thereby predetermining the content value of students' speech utterances. In addition, authentic texts of various genres provide a good linguistic and speech support, a model for imitation, a basis for making up one's own speech statements according to the model. As for the second way, the formation of speaking skills in younger students goes through the following stages:

➢ initial or repeated acquaintance with words, working out at the level of words and phrases;

➢ word processing at the sentence level;

➢ work at the level of superphrasal unity;

The second approach is based on the assumption that the gradual assimilation of the structure of the language ultimately leads to the fact that the student can independently participate in any kind of verbal communication. To consolidate language formulas and phenomena in the student's memory, it is necessary to use a variety of non-standard teaching methods. More sound and auditory images should be created, they help to keep students' attention and maintain them. Therefore, more and more people prefer to use active teaching methods in the classroom. Ways to enhance the speech activity of students should applied according to the age of the students. Play is still a key activity at this age. It is during the learning game that students are given the opportunity to constantly practice communication in a foreign language. [5]

In the game, questions constantly arise, the solution of which stimulates and sharpens the student's mental activity. As a rule, at such moments, younger students do not think about the language in which this game will be played and the solution of questions in this game. Moreover, in the game everyone is equal. That is why even a student lagging behind in language training can become the first in the game: quick wits and perseverance here are often more important criteria than knowledge of the subject itself. Gradually and gradually the language material is assimilated, at the same time the student begins to realize that he can and knows how to speak a foreign language. The problem of effective teaching a foreign language is still acute, since at the present time the main goal of teaching English is to form a student's set of abilities for foreign language communication at the intercultural level. And for the successful implementation of this goal in modern conditions, in addition to knowledge of teaching methods, teachers need to be in continuous search for methods of presenting material, improve their professional skills, replenishing the work. While teaching any subject, the teacher may encounter such a phenomenon as "the silence of the students." This is a problem that arises from difficulties in the very process of learning to speak. Difficulties may be related to:

➢ misunderstanding of the communicative speech task;

➢ lack of language and speech means of expression of thought;

➢ inability to use the methods of description and reasoning;

➢ inability to see a logical connection in the construction of a dialogue / monologue;

➢ 5) the inability to correctly build a dialogical monologue statement from the plot to the denouement;

➢ 6) the lack of practice of speaking during the holidays;

➢ 7) lack of ability to prolong the conversation in a foreign language for as long as necessary; [6]

To cope with such problems that arise when learning to speak a foreign language, it is necessary to operate with several types of exercises. Exercises should be of different levels of involvement (activation), can be divided into two types: First:

➢ Explanation - language, training, preparatory, pre-speech, primary, elementary, non-communicative, drills;

➢ Purpose - purposeful activation of language material;

➢ Result - the skill of operating with certain phonetic, lexical and grammatical elements;

➢ Essence - repeated and variable repetition of a foreign language form, gcorresponding to the given content;

Second:

➢ Explanation speech - communicative, situational, synthetic, actualized, creative exercises;

➢ Purpose - unregulated, specifically undirected activation of language material in the conditions of speech practice in solving communicative and meaningful tasks;

➢ Result - speech competence, operational readiness to be included in real communication;

➢ Essence - formation and implementation of own content in a foreign language form;

Both of these types are simultaneously correlated in the teacher's work. All of the above training exercises should:

✓ be of a training nature (meaning the repetition of typical tasks);

✓ be educational in nature and prevent speech errors;

✓ be designed to work out any one language phenomenon;

✓ ensure the production of a minimum unit of speech;

✓ provide students with information that may become their real need or learning task;

✓ stimulate the production of coherent speech based on their life experience and knowledge;

✓ stimulate the expression of one's attitude to some event;

✓ create situations for verbal communication.

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